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AUTHOR Bohuslov, Ronald L.: Bohuslov, Esther Buchanan
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ABSTRACT

Enrollment cards, transcripts, and financial aid records were examined for a 10% random sample of the 2,500 students in the Peralta Community College District who were receiving Basic Educational Opportunity Grants (BEOG) during 1977-78. Analyses were made to determine: (1) the degree to which the students complied with BEOG eligibility requirements concerning credit load and grade point average (GPA); and (2) the relationship between the age, marital status, and ethnicity of students receiving financial aid and their academic achievement and persistence. This analysis of the data was facilitated through their division into two categories: personal data--including sex, ethnicity, marital status, declared major, and educational objective; and achievement data--including class status, number of quarters completed, number of quarters completed while receiving financial aid, cumulative GPA, number of quarters not in compliance with BEOG requirements, and persistence beyond two quarters. A series of statistical correlations were made between selected data in the two categories. The study revealed that 57.4% of the students were not in compliance with BEOG requirements for at least one quarter. The study report presents a review of the literature dealing with financial aid at community colleges, along with the study findings and a discussion of their implications.
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ACHIEVEMENT CHARACTERISTICS OF FINANCIAL AID
RECIPIENTS AT COLLEGE OF ALAMEDA: A CASE STUDY

by

Ronald L. Bohuslov, M.A.

and

Esther Buchanan Bohuslov, M.A.

College of Alameda

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION.

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ABSTRACT

The College of Alameda needed to assist students receiving BEOG awards by providing support services and monitoring their progress to determine if they were maintaining a minimum of six units per quarter, eighteen units per year, with a "C" average in order to comply with federal guidelines. This study was made to collect and analyze data on compliance status and student characteristics that would serve as the basis for recommendations that could result in improved student achievement and persistence.

A ten percent random sample of BEOG recipients was drawn from the district's financial aid report. Using this report, student enrollment cards, transcripts of records, and financial aid master file cards, individual student data sheets were prepared. The information was then transferred to summary sheets for analysis.

The following information was derived from the study:

(a) 57.4 percent were not in compliance for one or more quarters, (b) 20 percent did not persist beyond the first two quarters, (c) non-persisting students were predominately black and between 17 and 24 years of age, (d) there was a significant difference between academic achievement and ethnic background, and (3) there was a significant difference between academic achievement and sex.

It was recommended that a system for providing guidance counseling and progress monitoring be established that included:

- (a) a quarterly assessment of progress and compliance status,
- (b) a specific form of intent filed by each student, (c) maintenance of a characteristic achievement profile sheet on each student to enable counselors to identify students who are least likely to succeed and provide special guidance counseling and individualized educational plans for these students.

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INTRODUCTION

The national trend towards increased student financial aid was reflected in the allocation of funds to students at College of Alameda. During the 1977-1978 academic year, approximately 2,500 students of the 7,500 enrolled received over two million dollars in financial aid (Accreditation Report: Student Services, 2:4); 2,270 received over one and a quarter million dollars in federal money through Basic Educational Opportunity Grants (BEOG) awards (Financial Aid Student Status Report, 18:109).

To provide the necessary service for these students, the college was faced with the problem of monitoring the academic and enrollment progress of one third of the student population because the 1977-78 federal guidelines clearly stated the regulations for eligibility for initial and continued financial aid. These guidelines included requirements that stated that students must maintain a minimum of six units per quarter, eighteen units per academic year, and a grade point average (gpa) of at least 2.0 (a "C" average) (Student Financial Aid Handbook, 27: ch. 3, p. 2).

The college's system for servicing financial aid students was not designed to meet these new monitoring demands, and, generally, this study was made to obtain information that could be used to establish a better monitoring

system to accommodate federal regulations and better serve the students. Specifically, this study was made to determine the extent of eligibility status compliance and to identify achievement characteristics, including enrollment and eligibility status patterns that would provide data for making recommendations that would result in strengthening the monitoring system and ultimately result in better student services.

After this study was well underway, a major change in federal guidelines necessitated making some modifications. The original intent was to:

1. determine the extent to which students were achieving their intended goals,
2. identify the principal courses, programs, and majors, and
3. determine the extent to which the college was complying with federal guidelines relative to monitoring student progress.

The need to determine the extent of student achieving intended goals was based on a 1977-78 requirement (Financial Aid Handbook 27: ch. 4, p. 43) which stated that the student must be enrolled in an "eligible program," and an eligible program was defined as a program that is ". . . at least six months long, leads to a degree or certificate in a recognized occupation . . . accepts only students who are beyond the age of compulsory school attendance . . . and requires a high school diploma" In addition to this definition of an eligible program, the Handbook included the following statement of eligibility:

The purpose of this requirement is to limit Basic Grant awards to those students who are actually pursuing a post-secondary course of study. Students who are simply taking a series of courses but not actually enrolled in a degree or certificate granting program are not entitled to payment of a basic grant (27: ch. 4, p. 43).

The requirements in the 1978-79 Handbook (28: ch.3, p. 22) were changed significantly, and the term "eligible program" was defined, in part, as one that ". . . admits as regular students only persons who . . . have a certificate of graduation from a secondary school, or who . . . have the recognized equivalent of a high school diploma . . . are beyond the age of compulsory school attendance . . . and may benefit from the education or training offered" (Underline supplied). There was no statement similar to the one in the 1977-78 Handbook regarding the purpose of the requirement, and the phrase in the 1978-79 Handbook, ". . . may benefit from the education or training offered" was vague and lacking in specificity in relation to determination of the extent to which students were achieving intended goals. Thus, in order for the study to relate to current policies and practices, the original plan to "(1) determine extent to which students were achieving intended goals and (2) identify the principal courses, programs, and majors was replaced with the alternative plan to "determine the extent to which age, marital status, sex or ethnic background affects achievement and persistence of students receiving financial aid."

To secure the raw data for this study, a ten percent random sample of students receiving BEOG awards was made. Pertinent information on these students was drawn from financial aid reports, enrollment cards, transcripts of records, and financial aid master file cards.

To facilitate the analysis of the information, it was categorized in the following manner:

Personal Data

age, sex, ethnic group, marital status, declared major, and intended objective

Achievement Data

class status, quarters completed, quarters receiving financial aid, cumulative grade point average, quarters not in compliance with federal guidelines, and number of students not persisting beyond two quarters

Analysis of the personal and achievement data consisted of percent comparisons of sample statistics with college population, chi-square contingency tables, chi-square proportionality tests, z-tests for significant differences, a one-way analysis of variance (ANOVA), and coefficient of correlation, and graphs.

Recommendations regarding monitoring procedures, counseling practices, and maintenance of records on student achievement characteristics were based on the results of the statistical analysis of the personal and achievement data.

BACKGROUND AND SIGNIFICANCE

Thomas Jefferson (10) viewed an educated citizenry as essential to the maintenance and direction of a democratic

society, and in 1816, he stated that, "if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Since Jefferson's time, the United States has grown in world-wide leadership and responsibility. The dramatic advancements of modern technology along with the concomitant responsibilities to society has placed a heavy burden on educational institutions. In "Learning for Mastery," Bloom (4:94-95) pointed out the need for educating more members of society. "The complexities of the skills required by the work force in the United States . . . means that we can no longer operate on the assumption that completion of secondary and advanced education is for the few The basic problem is to determine how the largest proportion of the age group can learn effectively those skills and subject matter regarded as essential for their own development in a complex society."

The Carnegie Reports (6:195) restated Jefferson's and Bloom's contentions that a highly developed nation such as the United States must educate a large number of its people because education is essential to the development of the individual and the development and maintenance of society: "The benefits of higher education accrue both to individual users and to society as a whole In the modern world of economic industrialization and political democracy, education has come to play a critically important role for

society in helping to provide a source of inspiration, renewal and motivation."

In his assessment of community junior colleges, Thornton (24:33) stated that Americans were beginning to learn that education is necessary for social mobility: "The schools are the social elevators in a hardening social structure."

With the establishment of community colleges, the dream of higher education became a reality for many people. Low cost and open door admission policies were the crucial elements. In "Salvage, Redirection, or Custody," Roueche (20:9) pointed out that "one reason that community colleges have been established by states is to eliminate the financial barriers to higher education."

The noble philosophy of the community colleges to serve "all who can profit" from its offering at little or no cost served quite well until the appearance of the non-traditional students in the early 1960's. These students were not the typical high school graduates who would complete the first two years of college at a community college and then transfer to a four-year institution or would complete the two years of community college and terminate their education. The surge in enrollment of these nontraditional students may have come about as a result of a national trend in education. Roueche and Kirk (21:ix) in Catching Up: Remedial Education identified this trend as being the result of heightened social conscience which "brought a national commitment to extending

post-secondary education opportunities to everyone."

As more educational opportunities were extended to more people, the community colleges witnessed a major change in the type of student seeking postsecondary education. These institutions were admitting greater numbers of non-traditional students. In Beyond the Open Door, Cross (8:xiii) identified these students as those scoring in the lowest third of the sample on a conventional test in academic achievement. In Against the Odds, Moore (13:3) said that these new, or high-risk students, were the ones who had "erratic high school records, economic plight, unimpressive test scores, and race/cultural/class distinction," and in comparison with the majority of students they were at a distinct disadvantage.

It was evident that high-risk students were desperately in need of special counseling, creative course development, and financial assistance. The need for special counseling and guidance for students in community colleges was recognized in 1970 in a report of the Carnegie Commission on Higher Education (5:21): "Guidance is particularly crucial for students who attend community colleges. Many of these students have not developed clear educational or vocational goals, and they are unusually vulnerable to inter-related financial, academic, and personal pressures."

The position of the Carnegie Commission was endorsed by Medsker and Tillery (12:63) in 1971. They stated that,

"since many community college students have not developed clear educational or vocational goals . . . their guidance needs are particularly crucial."

In 1972, in a study of development programs, O'Banion and Thurston (17:42) cited the need for guidance and counseling and financial assistance: "These high-risk students may need assistance in completing application forms Because of the low incomes of most minority group students, many of them will need financial assistance."

Special counseling of community college students--particularly students receiving financial aid and minority students--has had a positive effect. A 1977 study of 200 students receiving financial aid was done by Allman (1:26-28) to determine the effect of special counseling on grade achievement and course completion. Allman found that "students receiving counseling achieved approximately one grade higher than noncounseled students," and that "the mean percentage of courses completed by the counseled group was significantly higher than the mean percentage of courses completed by the noncounseled group."

Arthur M. Cohan (7:15) further advanced the relationship of special counseling and its positive results in his article, "Shall we Segregate the Functionally Illiterate?"

The procedures taken to assist students to stay in the colleges are many and varied. Sacramento City College in California provides minority students with extra tutorial and laboratory assistance as a way of encouraging them to pursue careers.

In a study done in four community colleges in Texas, administrative intervention, special counseling, and individualized instruction were found to increase student retention.

Similar studies in the ERIC system have shown that when high-risk students receive special treatment, they persist longer and succeed more.

These results, as well as the results of studies by Morehead and Johnson(14) in 1974, Mouganeau (15) in 1969, and Meadows (11) in 1975, have shown, for the most part, that the community colleges possess the human resources for removing academic deficiencies through special course development, and for removing the motivational deficiencies through special counseling and guidance techniques. What the colleges do not possess, however, are the enormous financial resources necessary for removing the financial deficiencies which hinder (and in many cases obviate) the academic progress of many of these nontraditional students.

The cost of attending a so-called "free" community college can be staggering for a student in need of financial assistance. Sucher, Ivans, and Jacobson (23:x) report that:

The national average expense budgets reported by the financial aid administrators at public two-year colleges for dependent students who live at home with their parents and commute to classes was \$2,058 for the 1975-76 academic year, with less than 15 percent of that budget made up of tuition and fees.

Obviously, community college education is not "free."

James E. Nelson (16:17), vice president for program and planning and research, College Entrance Examination Board, stated that financial assistance must be provided for community college students if the colleges are to fulfill their mission:

Provision for access to postsecondary education for the large numbers of the population has been the mission of the community colleges. Access depends on much more than low tuition and an open door. Financial assistance is essential.

The combined efforts of the federal and state agencies to remove the financial barriers to postsecondary education and the real, as well as philosophical, commitment the community colleges have to serve all who can profit from education, have resulted in a surge of enrollment of students who are dependent on financial assistance.

The mid-1960 was a period of significant expansion of Federal domestic assistance programs in many areas, including education. The rising cost of college, the rapidly increasing number of young people seeking access to college, and the growing national consensus that lack of financial means should not be a barrier to a student's pursuit of postsecondary education, led to an enactment of a variety of programs (Student Financial Aid Handbook, 27:1-2).

Financial assistance from the federal sector has increased. The enactment of the National Education Act of 1958 allocated \$31,000,000 to inaugurate the program. In 1977-78, 4.2 billion dollars was allocated to assist approximately 2.9 million students. Typically, these students were from low and lower middle-income families. Many,

however, were qualified to undertake a variety of academic programs; they simply lacked the financial resources necessary to pursue their goals. Providing financial assistance for such students may ultimately be their only means for social mobility. As John Roueche (20:8) pointed out in "Salvage, Redirection or Custody," "education has been and will continue to be the vehicle for personal and social advancement."

The national trend towards increased numbers of students receiving financial assistance was reflected in enrollment statistics at College of Alameda. Of the average enrollment of 7,500 students for the 1977-78 academic year, approximately 2,500 received some form of financial assistance. This represented approximately one third of the student enrollment. Since one third of the college's students received financial assistance, a study of their enrollment and subsequent achievement characteristics seemed to be necessary to evaluate existing guidance and counseling programs and curriculum offerings and, provide information for developing new programs and offerings and identify other special needs which would enable the college to better serve the postsecondary needs of these students.

The importance of this study is best summed up by David E. Sprenkle (22:22) in "Student Expense Budgets," "In accepting students with financial aid funds, the college also accepts the responsibility to provide adequate supportive services of counseling, academic advising and study skills,

as well as developmental courses to assure that students have an opportunity to succeed." In other words, the college has the responsibility of monitoring student eligibility for aid and providing the necessary support services to assure success.

The purpose of this study was to provide data that would assist the college in discharging these responsibilities. It was designed (1) to determine the extent to which the college was in compliance with federal guidelines, and (2) to ascertain if relationships exist between achievement and/or persistence and age, marital status, sex, or ethnic background that could serve as the basis for recommending ways in which the college could improve the monitoring system and provide support services that would assure that students would be sufficiently successful to maintain compliance status.

PROCEDURES

The data for this study was obtained from the district's financial aid report, student enrollment cards, transcripts of records, and financial aid master file cards. To make these confidential records available, the president informed the appropriate personnel of the nature and importance of the study and assured them that students' rights would not be abridged.

A sample of ten percent of the BEOG students was drawn from the Peralta Colleges Financial Aid Student Status report for the 1978 spring quarter. This report which was obtained from the Financial Aids Office contained an alphabetized list of the names of students who received awards for the 1977-78 academic

year. From this list, a ten percent random sample was generated by starting with the first name and including every tenth name thereafter. This resulted in a total of 227 names. According to Barton (3:42), "usually a sample drawn in this way from an alphabetical list is considered a random sample." As each name was chosen from the list, a check was made to be sure that the student had actually received at least one payment from a BEOG award. If the student had not received at least one payment, then the name of the next student who had received a BEOG award was chosen. Of the 227 names in the sample, it was later determined that four of them had to be rejected because they had terminated their enrollment prior to the generation of any transcript of record. Thus, the final sample consisted of 223 names.

The "Peralta Colleges Financial Aid Student Status" report not only provided the population from which the sample was drawn, but it also contained social security numbers, types of awards, amount of each award, and amounts actually received by students. This information was transferred to the individual student data sheet forms (see Appendix A).

After recording the financial aid information on the data sheet forms, the actual student enrollment cards for fall, winter, or spring quarters (1977-78), which were on file in the registrar's office, were checked. From these cards, data on age, sex, marital status, ethnic background,

declared major, objective, and class status was obtained and recorded on the data sheet.

To obtain more information on the sample students, their transcripts of records were analyzed. From these records, the following information was obtained and recorded: total number of quarters enrolled, cumulative grade point average, total number of quarters completed, total number of withdrawals, number of units attempted and completed during each quarter of enrollment for the 77-78 academic year, and verification of class status (freshman, sophomore) based on actual number of units completed. In addition, transcripts were analyzed to determine possible re-enrollment of those students who did not persist beyond the first two quarters of the 1977-78 academic year.

Finally, each student data sheet was checked against the master file card in the Financial Aids Office. These records provided verification of actual payments, numbers of units attempted and completed per quarter while students were receiving BEOG funds, and the total number of students that received BEOG payments.

After the data obtained from the original sources was recorded on the individual student data sheets, it was then transferred to summary sheets for analysis. As a result of this transfer, individual students were not identifiable. As soon as all pertinent data for the study had been transferred to the summary sheets, the student

data sheets were destroyed. Destruction of these sheets containing names or other means of identification was done to safeguard against any possible violation of the students' privacy rights.

In this study, an immense quantity of data was collected, classified, and analyzed in a variety of ways. Each of the 223 students had an associated 23 bits of data; thus the study was concerned with analyzing 5,129 bits of information. This information was first classified as personal or achievement data. Personal data consisted of information on age, sex, ethnic background, marital status, declared major, and intended objective. Achievement data consisted of information on class status, number of quarters enrolled, cumulative grade point average (gpa), and individual unit completion rate (units completed divided by units attempted).

Utilizing contingency tables, χ^2 (proportionality) tests, z-tests for significant difference, analysis of variance (ANOVA) (Hayslett, 9:158-77), graphs, and a coefficient of correlation, the personal data and achievement data were analyzed as follows:

Procedures for treating personal data

- 1.1 Categorization by sex was established and compared to the college population (Table 1).
- 1.2 Categorization by marital status by sex was established (Table 2).

- 1.3 Categorization by age groups by sex was established (Table 3). Age groups were arbitrarily selected as: 17 - 20 years; 21 - 24 years; 25 and over.
- 1.4 Categorization by ethnic groups was established and compared with the college population (Table 4).
- 1.5 Categorization of student objectives was established (Table 5).
- 1.6 Categorization of declared majors was established and frequency of choice tabulated (Table 6).

Procedures for treating achievement data

- 2.1 Categorization as to class status (freshman, sophomore) was established by sex and compared with college population (Table 7).
- 2.2 The total number of quarters completed by each student was established. Categorization by sex was compared (by percent in each group) to total sample (Table 8).
- 2.3 Quarter completion was compared to sex and data graphed (Figure 1).
- 2.4 The total number of quarters completed by each student was compared to the number of quarters student received financial aid. A Pearson Product Moment Coefficient of Correlation was computed to determine the extent of dependency of financial aid and number of quarters completed (Table 9).
- 2.5 Individual unit (course) load data was established for each quarter enrolled in the 77-78 academic year. Data was summarized and average number of units completed for total group, for males, and for females was obtained. Average number of units attempted for each quarter enrolled was obtained for the total group, for males and for females. From summarized data, a completion coefficient (number of units completed divided by the number of units attempted) was obtained for the total group, for males and for females (Table 10).

- 2.6 The cumulative grade point average was established for the total group, for males, for females, for black males, for nonblack males, for black females, and for nonblack females. Values for variance and standard deviation were computed for each group (Tables 11 and 12).
- 2.7 A one-way analysis of variance (ANOVA) for unequal sample size was computed to establish the existence of significant differences in mean grade point averages for the four groups: male (black and nonblack) and female (black and nonblack). The level of significance was 0.01 (Table 14).
- 2.8 Z-tests for significant difference in mean grade point averages were done for the four independent pairs:
- Male: black vs nonblack
 - Female: black vs non black
 - Black: male vs female
 - Nonblack: male vs female
- The level of significance was 0.05 (Table 13).
- 2.9 A chi-square (proportionality) test for significant difference in proportion of black/nonblack in cumulative gpa cells was carried out. The level of significance was 0.01 (Table 15).
- 2.10 Cumulative grade point average from 0.00 to 4.00 was divided into intervals and frequency (by percent of group) of black/nonblack occurrence was graphed (Figure 2).
- 2.11 A chi-square contingency table comparing cumulative grade point average (by intervals) and marital status was constructed to establish the existence of dependence/independence of gpa and marital status. The level of significance was 0.05. A z-test for significant difference in mean gpa and marital status was computed to further confirm result of contingency table. The level of significance was 0.05 (Tables 16 and 17).
- 2.12 A chi-square contingency table comparing cumulative gpa (by intervals) and age groups (see Table 3) was constructed to establish existence of dependence/independence of gpa and age. The level of significance was 0.05 (Table 18).

2.13 Compliance characteristics in relation to federal guidelines concerning unit completion requirements and grade point average were extracted from individual student data (Table 19).

2.14 Persistence characteristics of students enrolled during the 1977-78 academic year were obtained from individual student data. Special characteristics of nonpersisting group were noted (Table 20).

The study was based on the assumptions that the sample was random, and that the sample did reflect the general characteristics of the BEOG population, and that the statistical processes were appropriate for the data collected.

The study was affected by limitations: personal student characteristics were limited to existing data, immediate economic and family situation information was not obtainable, and direct reasons for withdrawal could not be established.

RESULTS

Information derived from the study showed that (1) for one or more quarters 57.4 percent of the sample students were not in compliance with federal guidelines because they failed to maintain six units or more per quarter and/or failed to maintain a minimum gpa of 2.0 ("C" average" per quarter, (2) 20 percent did not persist beyond the first two quarters and left in violation of guidelines, (3) non-persisting students were predominately black and between 17 and 24 years of age, (4) there was a significant difference between academic achievement and ethnic background, (5) there was a significant difference between academic achievement and sex

(6) academic achievement was not dependent on marital status or age, and (7) students completed 64 percent of the number of units attempted.

Table 1 shows a disproportionate representation of males and females between the sample and the general college population. More females than males were represented in the sample.

Table 1
(Personal Data)
A Comparison of Sex Distribution Between
Sample Students Receiving BEOG Awards
and Student Population at College of Alameda

Males	Number	Percent	Females	Number	Percent
BEOG	80	36%	BEOG	143	64%
COA	3,219	47%	COA	3,633	53%

Table 2 shows that the distribution of marital status between males and females appears to be relatively consistent.

Table 2
(Personal Data)
A Comparison of Marital Status of Male
and Female Students Receiving BEOG Awards

	Total	Number Married	Percent Married	Number Single	Percent Single
Sample	223	27	12%	196	88%
Male	80	11	14%	69	86%
Female	143	16	11%	127	89%

Table 3 shows that distribution of males and females appears to be relatively consistent between the age groups.

Table 3
(Personal Data)
A Comparison of Age Groups of Male
and Female Students Receiving BEOG Awards

Age Group	Number in Group	Number Males	Percent Males	Number Females	Percent Females
17 - 20 years	103	36	35%	67	65%
20 - 24 years	55	24	44%	31	56%
25 and over	65	20	31%	45	69%

Table 4 shows two categories of disproportionate representation compared to distribution of ethnic groups within the college. The representation of blacks (68.2 percent compared to 40.6 percent) and the representation

of Caucasian (10.3 percent compared to 36.0 percent). All other ethnic group representations appear to be relatively consistant between sample and college distribution. The large number of Blacks (152) and the small number of students in each of the other catagories resulted in a later grouping (Black--non/Black) to facilitate statistical analysis of other data regarding ethnic composition of the sample.

Table 4
(Personal Data)
A Comparision of Ethnic Groups
of Sample Students Receiving BEOG Awards and
College Student Population

Ethnic Group	Sample Percent	Sample Number N=223	Percent at College in Spring, 1978
American Indian	1.8%	4	1.1%
Black	68.2%	152	40.6%
Latin-Mexican American	3.1%	7	5.2%
Asian	7.2%	16	10.4%
Caucasian	10.3%	23	36.0%
All others	3.1%	7	4.7%
Not reported	6.3%	14	2.0%

The information displayed in Table 5 was taken from student enrollment cards. Although this data was not used as a source for any statistical analysis, it was pertinent because it complemented the personal profile of the sample group.

Table 5
(Personal Data)
A Grouping by Objectives
of Sample Students Receiving
BEOG Awards

Objective	Number	Percent
Obtain Associate Degree	69	31%
Obtain a Certificate	24	11%
Transfer to:		
University of California	29	13%
State college/ university	38	17%
Other four-year college	13	6%
None of the above	39	17%
Not Reported	11	5%

When this study was first proposed, the information in Table 6 would have formed the basis for determination of enrollment and achievement in declared major. Due to a change in federal guidelines for eligibility, students are no longer required to enroll in a major area. Thus, this

information was not used as a basis for any statistical analysis, but it was included in the study to present a complete personal profile of the sample students. The source of the information was the student enrollment cards. Male and female students were combined.

Table 6
(Personal Data)
Alphabetical Listing of Declared Majors
of Sample Students Receiving BEOG Awards

Major	Frequency
Administration of Justice	1
Architecture Drafting	3
Art	2
Automotive.	8
Automotive Apprentice	2
Aviation.	4
Business.	48
Carpentry Apprentice.	1
Chemistry/Chemistry Technician.	1
Data Processing	6
Dental Assisting.	3
Drama/Radio/TV/Speech	5
Economics	1
Education	7
Engineering	1
English	2

Table 6 (Continued)
(Personal Data)
Alphabetical Listing of Declared Majors
of Sample Students Receiving BEOG Awards

Major	Frequency
Fashion Arts	13
General Curriculum	3
Graphic Arts	2
Journalism	5
Language Arts	2
Machine and Metals	1
Mathematics	3
Medical Assisting.	5
Music.	2
Natural Science.	1
Nursery School Assistant	1
Nursing	8
Philosophy	1
Physical Education.	2
Political Science.	2
Psychology	3
Real Estate	2
Sociology	4
Social Science	3
Supervision.	2
Upholstery	1

Table 6 (Continued)
 (Personal Data)
 Alphabetical Listing of Declared Majors
 of Sample Students Receiving BEOG Awards

Major	Frequency
Other	11
Not reported	10
Undecided	41

The information displayed in Table 7 was not used as a source for statistical analysis. It was included in order to obtain a relatively complete achievement profile of the sample group. Table 7 shows that: the sample contained a higher percentage of freshmen than the general college population; within the freshmen sample group, there were disproportionate representations of males and females when compared to the college population; the sample contained a lower percentage of sophomores than the general college population, and within the sophomore sample group there were disproportionate representations of males and females when compared to the college population. The sources of this were student transcripts, Peralta Community College District form CCAF-130, and college active enrollment list for the spring quarter, 1978.

Table 7
(Achievement Data)
A Comparison of Class Status,
by Sex, for Sample Students Receiving BEOG Awards
and College Student Population

Class Status	Sex	Sample Number (N=223)	Sample Percent	College Number (N=6,852)	College Percent
Freshmen		153	69%	3,738	55%
	Male	55	36%	1,756	47%
	Female	98	64%	1,982	53%
Sophomore or above		70	31%	3,114	45%
	Male	25	36%	1,463	47%
	Female	45	64%	1,651	53%

Values in Table 8 show the total number of quarters completed as of the end of the spring quarter, 1978. As a measure of persistence, both Table 8 and the graph in Figure 1 showed approximately fifty percent of the students who received aid did not persist beyond three quarters. Data in Table 9 also established a (negative) correlation coefficient between the numbers of quarters completed and the number of quarters students received financial aid.

Table 8
(Achievement Data)
A Comparison of Male and Female Sample Students
Receiving BEOG Awards Based on
Total Number of Quarters
Enrolled in College

Number of Quarters Completed	<u>Number and Percent of Students Completing</u>		
	<u>Sample</u>	<u>Males</u>	<u>Females</u>
	N=223	N=80	N=143
One	32 (14.3%)	16 (20.0%)	16 (11.2%)
Two	26 (11.7%)	8 (10.0%)	18 (12.6%)
Three	55 (24.7%)	21 (26.3%)	34 (23.8%)
Four	20 (9.0%)	6 (7.5%)	14 (9.8%)
Five	20 (9.0%)	6 (7.5%)	14 (9.8%)
Six	26 (11.7%)	7 (8.8%)	19 (13.3%)
Seven	15 (6.7%)	4 (5.0%)	11 (7.7%)
Eight	11 (4.9%)	3 (3.8%)	8 (5.6%)
Nine	9 (4.0%)	5 (6.3%)	4 (2.8%)
Ten or More	9 (4.0%)	4 (5.0%)	4 (3.5%)

Figure 1
(Achievement Data)
A Comparison of Male and Female Sample Students Receiving
BEOG Awards Based on Total Number of Quarters Enrolled

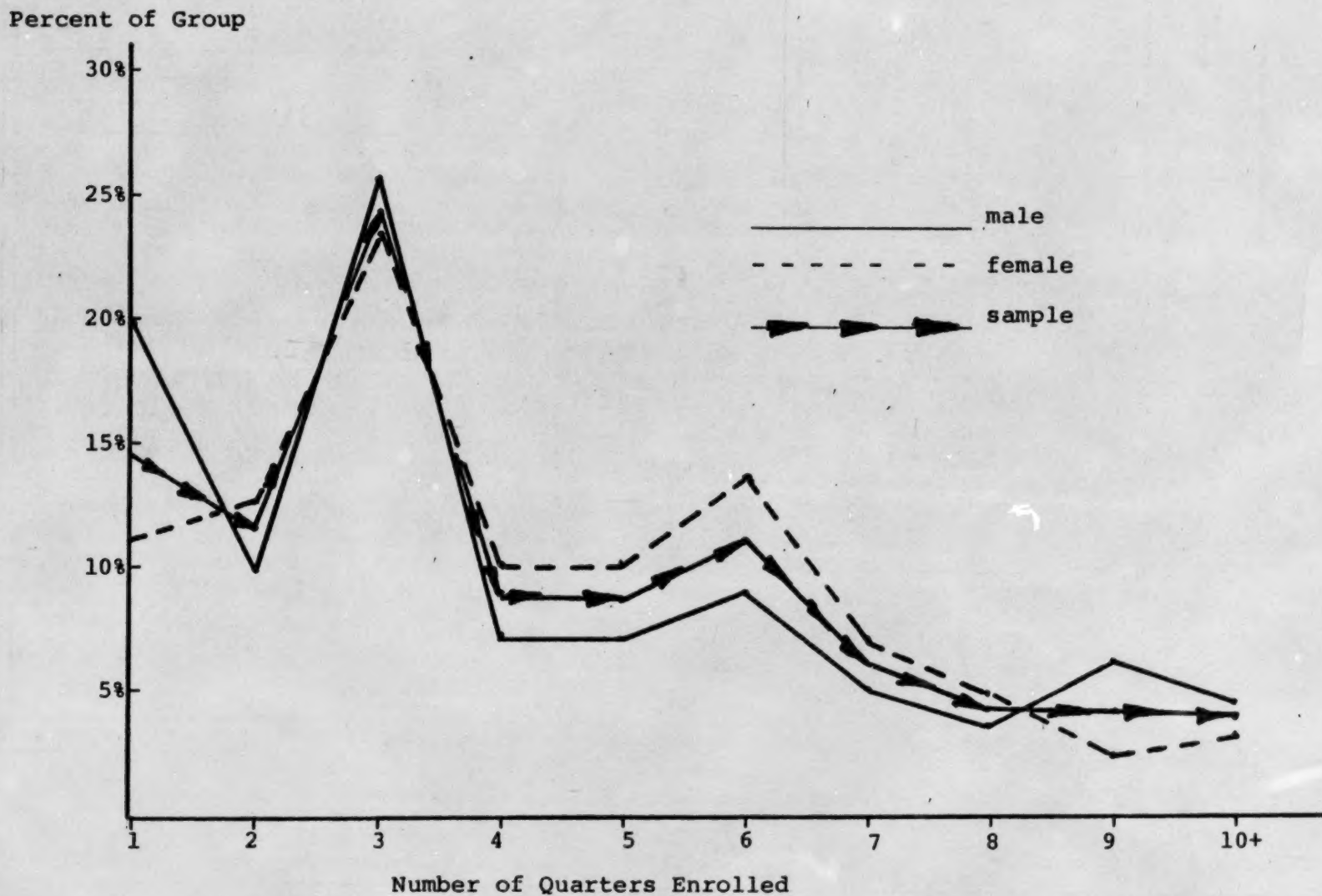


Table 9
(Achievement Data)
A Comparison of the Number of Quarters Completed
and Number of Quarters that Sample Students Received BEOG

Quarters Completed X	Number of Students Receiving Aid Y	Number of Quarters Student Re- ceived Aid
1	32	1
2	12	1
2	14	2
3	10	1
3	15	2
3	30	3
4	2	1
4	6	2
4	9	3
4	3	4
5	5	1
5	3	2
5	5	3
5	4	4
5	3	5
6	0	1
6	2	2
6	5	3
6	2	4
6	6	5
6	11	6
7 or more	3	1
7 or more	1	2
7 or more	12	3
7 or more	1	4
7 or more	4	5
7 or more	13	6
7 or more	10	7 or more
	223	

Pearson Product Moment Coefficient of correlation:

$$r = -.87$$

Table 10 shows the average number of units attempted and completed for each quarter of the 1977-78 academic year for males, females, and total sample. In addition, Table 10 shows the average completion rate (coefficient of completion) for males, females, and total sample. The coefficient of completion was obtained by dividing the units completed by the units attempted. It is referred to as a completion coefficient and is a measure of the rate of completion of units attempted. Source of data was student transcripts. Units attempted included units completed plus appropriate number of units for each "W" appearing. Incompletes and "F's" were not included in units attempted or completed.

Table 10
(Achievement Data)
Unit Load Characteristics
A Comparison of Units Attempted and Units Completed
by Quarter for Males, Females and Total Sample of
Students Receiving BEOG Awards

Average Number of Units and Completion Coefficient	Fall Quarter (N = 189)		Total Sample
	Male	Female	
Completed	8.12	7.98	8.03
Attempted	13.06	12.22	12.52
Completion Coefficient	0.62	0.65	0.64
	Winter Quarter (N = 170)		
	Male	Female	
Completed	8.34	7.96	8.09
Attempted	13.46	12.80	13.03
Completion Coefficient	0.64	0.68	0.64
	Spring Quarter (N = 162)		
	Male	Female	
Completed	7.86	8.43	8.23
Attempted	12.88	12.33	12.52
Completion Coefficient	0.64	0.68	0.64
	Summary		
	Male	Female	
Completed	8.12	8.12	8.12
Attempted	13.13	12.45	12.69
Completion Coefficient	0.62	0.65	0.64

Table 11 shows that there is a significant difference between mean grade point average (gpa) of males and females.

Table 11
(Achievement Data)
Cumulative Grade Point Distribution by Sex
An Analysis of Mean GPA Distribution for Males,
Females, and Total Sample of Students Receiving
BEOG Awards

	Male N = 80	Female N = 143	Sample N = 223
Cumulative GPA	2.24	2.58	2.46
Variance	1.31	0.97	1.10
Standard Deviation	1.14	0.98	1.05
z-test 2.24 > 1.96 (critical $\alpha = .05$)			

Table 12 shows mean GPA, variance, and standard deviations for ethnic groupings by sex. Test for significant difference of independent pairs is shown in Table 13.

Table 12
(Achievement Data)
Cumulative GPA Distribution by Sex and Ethnic Groups
Data Relating to Mean GPA of Ethnic Groupings by Sex

	Male (N=80)		Female (N=143)	
	Black N=58	Nonblack N=22	Black N=94	Nonblack N=49
Cumulative GPA	1.98	2.93	2.42	2.92
Variance	1.43	0.34	0.83	0.90
Standard Deviation	1.20	0.58	0.91	0.95

Table 13 shows significant differences in mean gpa for all but one independent pairing . The male-nonblack/female-nonblack pairing showed no significant difference in mean gpa. See Table 12 for z-test data. (Alpha = .05)

Table 13
(Achievement Data)
Analysis of Mean GPA for Independent Pairs
of Students Grouped by Sex and Ethnic Background

Test for Significant Difference in Mean GPA
for Independent Pairs

Independent Pairs	Result of z-Test	Critical z
Male Black/ Male Nonblack	4.75	1.96
Male Black / Female Black	2.39	1.96
Female Black / Female Nonblack	3.04	1.96
Male Nonblack / Female Nonblack	0.06	1.96

Table 14 shows that there is a significant difference in the four mean grade point averages of all groups.

Table 14
(Achievement Data)
One Way Analysis of Variance for Significant Differences Among the Four Mean Cumulative Grade Point Averages from Table 12 (unequal Sample Size).

Male		Female	
Black N=58	Nonblack N=22	Black N=94	Nonblack N=49
ANOVA (alpha = .01)			
Source	df	Sum of Squares	Mean Square
Among	3	29.14	9.04
Within	219	217.72	0.99
$F = 9.91 = \frac{9.81}{0.99}$		3.17 (critical)	

Table 15 shows that there is a significant difference in the proportion of black/nonblack in the cumulative gpa cells. Expected values are in parentheses.

Table 15
 (Achievement Data)
 Chi-Square (proportionality) Test
 for Significant Difference in Proportion
 of Black/Nonblack in Cumulative GPA Cells

Black	NonBlack	Cumulative GPA
38 (25.8)	5 (13.8)	0.00 - 1.99
34 (23.1)	13 (15.0)	2.00 - 2.49
40 (27.2)	16 (17.9)	2.50 - 2.99
30 (20.4)	18 (15.4)	3.00 - 3.49
10 (6.8)	19 (6.1)	3.50 - 4.00

$$x^2 = 56.77 \quad df = 4 \quad \alpha = .01 \quad \text{Critical } x^2 = 13.28$$

Figure 2 graphically shows that in the sample group nonblacks tended to have a higher cumulative grade point average.

Figure 2
(Achievement Data)
A Comparison of Cumulative GPA
of Ethnic Groups

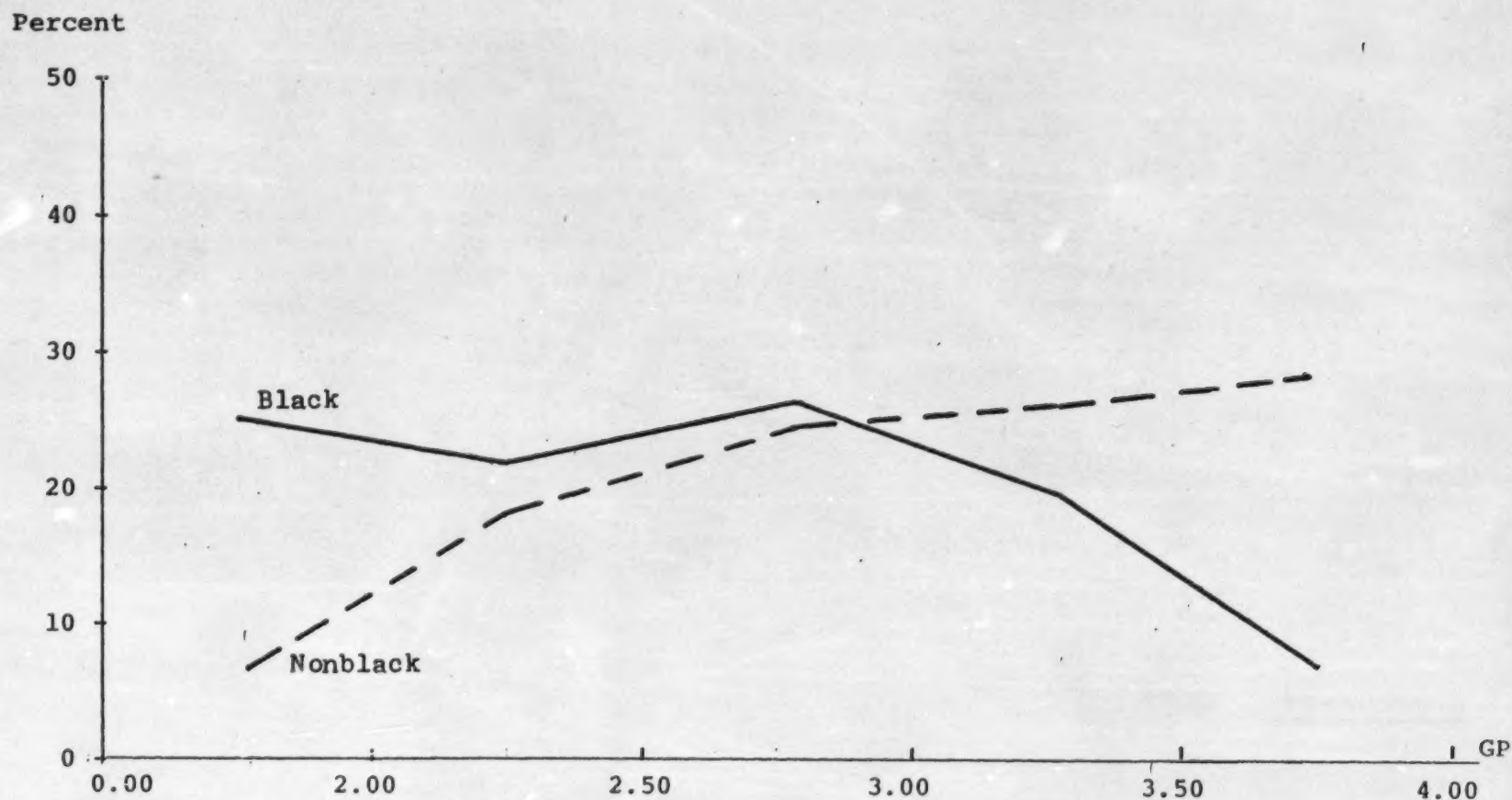


Table 16 shows that cumulative grade point average is independent of marital status. This contingency table resulted in a $\chi^2 = 2.42$ Critical $\chi^2 = 9.49$ $df = 4$ $\alpha = .05$. (Expected percentage appears in parentheses.)

Table 16
(Achievement Data)
A Comparison of Cumulative GPA
of Married and Single Students

	Single (196)	Married (27)
Grade Point Average		
0.00 to 1.99	37 (18.9%)	6 (22.2%)
2.00 to 2.49	42 (21.4%)	5 (18.5%)
2.50 to 2.99	52 (26.5%)	4 (12.8%)
3.00 to 3.49	40 (20.4%)	8 (29.6%)
3.50 to 4.00	25 (12.8%)	4 (14.8%)

Table 17 shows that there is no significant difference in gpa for married and single students.

Table 17
(Achievement Data)
Z-test for Significant Difference
in Mean GPA of Married and Single Students
(Alpha = 0.05)

	Married (27)	Single (196)
GPA	2.42	2.46
Variance	1.64	1.06
Z-test result	0.16 < 1.96	

Table 18 shows that cumulative grade point average is independent of age group. This contingency table resulted in a $\chi^2 = 6.90$ Critical $\chi^2 = 15.51$ $df = 8$ $\alpha = .05$. (Expected values appear in parentheses.)

Table 18
(Achievement Data)
A Comparison of Cumulative GPA
by Age Groups

	17 - 20 (103)	21 - 24 (55)	25 and over (65)
Grade Point Average			
0.00 to 1.99	18 (17.5%)	12 (21.8%)	13 (20.0%)
2.00 to 2.49	26 (25.52%)	10 (18.2%)	11 (16.9%)
2.50 to 2.99	27 (26.2%)	15 (27.3%)	14 (21.5%)
3.00 to 3.49	23 (22.3%)	11 (20.0%)	14 (21.5%)
3.50 to 4.00	9 (8.7%)	7 (12.7%)	13 (20.0%)

Table 19 shows that the number of males (47) not in compliance with federal guidelines represents 58.8 percent of all males in the sample, and the number of females (81) not in compliance represents 56.6 percent of all females in the sample.

Table 19
(Achievement Data)
Compliance Characteristics in Relation
to Federal Guidelines Concerning Unit
Completion Requirements

Number of Students in Sample.....	223
Number of Students not Completing Required 6 Units per Quarter or 18 Units per year for Academic Year 1977-78	128 (57.4%)
Number of Males Not in Compliance....	47
Number of Females Not in Compliance..	81

Table 20 shows the short-term persistence characteristics of the sample. Students who were not enrolled in the Spring Quarter, 1978, and who had not re-enrolled by the Spring Quarter, 1979, were considered to have left the institution. Of the 54 who left, it was determined from student records that 44 (81.5%) were Black in the age group 17 - 24 years of age. The other 10 (18.5%) were non-Black and without a specific age grouping.

Table 20
(Achievement Data)
Short-term Persistence
Characteristics of the Sample

Number Who Left at End of Fall Quarter.....	32
Number Who Left at End of Spring Quarter....	<u>26</u>
Total.....	58

Number Who Left at End of Fall Quarter and Not in Compliance with 6 Unit Quarter Requirement	30
Number Who Left at End of Spring Quarter and Not in Compliance with 6 Unit Quarter Requirement.....	<u>24</u>
Total.....	54 = 93% of all who left

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The extensive data collected from student records necessitated a basic categorization into "Personal Data" and "Achievement Data." Some of the personal data, such as student objective (Table 5) and class status (Table 7) were included for the purpose of obtaining a relatively complete profile of the personal characteristics of the group of students receiving BEOG funds. Data regarding declared major (Table 6) were also included for the purpose of establishing profile characteristics. From this table, it was observed that the areas of business and fashion

arts dominate the declared majors. In addition, other areas such as nursing and automotive were frequent choices. This suggests that students receiving financial aid did not, generally, choose professional areas such as mathematics, engineering, English, medicine, and law. This suggestion is further supported by the fact that sixty percent of the declared majors of students receiving BEOG grants tended to make selections from the occupational and service areas. Whether or not students actually persisted in their declared major was not pursued because of a change in the purpose of the study. This change was discussed in the Introduction, pages 2-3.

Ethnic group distribution within the sample (Table 4) and distribution within the college shows an apparent disparity between Blacks and Caucasians. The sample consisted of 68.2 percent black and 10.3 percent Caucasian and the college consisted of 40.6 percent Black and 36.0 percent Caucasian. Albeit, "at public community colleges, where tuition tends to be low . . . young people from low-income families form a larger proportion of students in these colleges . . ." (Carnegie, 6:194), there is also the fact that Caucasians have consistently higher median incomes than do Blacks (Social Indicators, 26: 404). Therefore, the disproportionate higher percentage of Blacks appearing in the sample may very well be the result of their having significantly more need for financial assistance than did the Caucasians.

of quarters enrolled and Y = number of students receiving aid for one quarter or more, a Pearson Product Moment Coefficient of Correlation was computed. The negative value ($r = -.87$) would lead to the inference that students who persist beyond three quarters tend to be less dependent upon financial aid. Alternatively, students who persist for three quarters or fewer were heavily dependent upon financial aid. The extent to which financial aid was adequate for their persistence beyond three quarters remains undetermined. Whether or not there is a causal relationship between receiving financial aid and continued persistence is recommended as a topic for further study.

The fact that 30 percent of the males and 24 percent of the females did not persist beyond the first two quarters was considered significant, and this information was analyzed in Table 20.

Data in Table 10 (Unit Load Characteristics) was considered an important measure of achievement. Female students did only slightly better than did male students in terms of completion rate. The fact that students completed less than two thirds of what they attempted (Completion Coefficient = 0.64 for the sample) may indicate that these students had an unrealistic view of their academic abilities. The extent to which completion rate was or was not related to attrition was not considered in this study. However, the information leads one to believe that an increased completion

Data in Table 8 (Total Number of Quarters Enrolled Compared by Sex) and the graph in Figure 1 reveals that approximately 51 percent of the sample (113 out of 223) had completed three quarters at most. This "completion rate" should be compared to the fact that 30 percent of the sample had completed from four to six quarters and 20 percent of the sample had completed seven quarters or more. There are three inferences that can be drawn from this data: One, there is the inference that persistence beyond three quarters may not be as dependent upon financial aid as persistence for the first three quarters. Two, students may have found that the amount of the grant was insufficient for them to persist beyond the first three quarters (three quarters being the duration of a grant period). Three, the students in this group may not have possessed the academic skills (reading and study skills as well as motivation) necessary to achieve beyond the first grant period. This is a plausible inference since, according to Roueche in "Let's Get Serious About the High Risk Student" (19, 30), "if a student is weak in all of these areas, the odds are tremendous that he will not persist through one semester in a typical community college program." In any case, further study needs to be done to determine why such a high percentage of aid recipients did not last beyond the third quarter.

Data on the number of quarters students were enrolled and the number of quarters they received financial aid was further analyzed from the values in Table 9. Setting X=number

rate could be accomplished through systematic counseling of all recipients of financial aid. This idea is discussed more specifically on page 47.

Cumulative grade point averages are indicators of academic achievement. In Table 11, mean cumulative grade point averages (by sex) were analyzed for a significant difference. The z-test result ($z=2.24, \alpha=.05$) indicates a significant difference in the mean cumulative grade point averages of the sexes. To further establish the source of the difference, mean cumulative grade point averages were determined for the four groups (black males and nonblack males, and black females and nonblack females). (See Table 13.) Further testing for significant differences was accomplished through a one-way analysis of variance (ANOVA). Table 14 shows that the computed F - ratio of 9.81 was significant at the 0.01 level. Thus, in addition to sex differences, there existed differences between the ethnic groups as categorized.

Further analysis for significant differences between independent pairs was done in Table 13 using data from Table 12. The fact that no significant difference in mean cumulative gpa for nonblack males versus nonblack females indicates a disparity in mean cumulative grade point averages and ethnic background. Finally, in order to establish this disparity, a chi-square test for significant differences in proportionality of black/ nonblack in cumulative gpa (cells) was accomplished. The results are shown in Table 15. From the data displayed, it is clear that there are disproportionate

numbers of black/nonblack at the two ends of the gpa scale. The resulting chi-square value of 56.77 (critical 13.23) confirms the implication that, within the sample, there are significant differences in achievement and ethnic background. Observed frequencies of black/nonblack gpa (cell) data was further transformed into percentages of each group and is displayed in the graph in Figure 2. This graph clearly shows the disproportionate frequencies at the two ends of the cumulative gpa scale. Facts revealed here are incorporated in the recommendations regarding the monitoring of student achievement and the identification of students who need special guidance counseling.

To complete the achievement profile of students, a contingency table for cumulative gpa versus marital status (Table 16) a z-test for significant difference of marital groups (Table 17) and a contingency table comparing cumulative gpa and age groups (Table 18) were done. In all tables, values are well below significant levels. It was concluded that cumulative gpa is independent of both age and marital status for the population sampled.

Data in Table 19 shows the extent to which students were in compliance with federal guidelines concerning unit completion rates per quarter and/or academic year. The fact that 57.4 percent of the sample was not in compliance with the guidelines for one or more quarters during the academic year 1977-78 suggested that a major recommendation be made to establish a stricter monitoring process. At the time of this

study, it was not possible to establish the extent to which the students were aware of existing guidelines. It is entirely possible that they were not informed of such requirements; thus, noncompliance statistics may not be a reflection of any overt action on the part of the students. However, the fact remains that almost 60 percent of the students failed to complete six units for at least one quarter in which they were receiving financial aid. Whether they were informed or not does not relieve the institution of the responsibility of establishing a strict monitoring system that will avoid jeopardizing the institution's students' rights to continue to receive federal aid.

Data from Table 8 shows that approximately 51 percent of the sample had completed three quarters at most. Table 8 also shows that 58 students (26 percent of the sample) did not persist beyond the first two quarters. Data relating this short-term persistence group was analyzed and is displayed in Table 20. The fact that 54 out of 58 students (93 percent) left by the end of the second quarter and were also in violation of federal unit guidelines is considered significant. Further analysis of individual records revealed that 81.5 percent of this group (44 out of 54) were black and between 17 and 24 years of age. It is believed that this data is most important in identifying students who are least likely to succeed and

to establishment special guidance counseling to increase their chances of academic success and retention.

The following recommendations encompass the major findings and areas of concern identified in this study. The wording of the recommendations is intentionally broad in scope to allow for flexibility by the administration and other involved personnel in the creation and implementation of specific procedures to be employed.

1. The appropriate administrative office implement a procedure by which each student receiving financial assistance shall file an initial form of academic intent that will include the proposed activities of the student for the duration of the period he/she will receive financial aid.

2. The form of academic intent shall be reviewed by the student and a counselor at the time of initial enrollment to provide a basis for maximizing success and retention.

3. The appropriate administrative office shall provide for creation and maintenance of an achievement profile sheet for each student to enable counselors to identify those students who are least likely to succeed, and further provide for special guidance counseling and, when appropriate, provide for the writing of individualized educational plans.

4. The appropriate administrative office shall implement a procedure for the quarterly assessment of the progress of each student receiving financial assistance.

5. The appropriate administrative office shall implement a procedure for informing all financial aid recipients of any guidelines relating to unit completion or other applicable requirements. Individual data regarding compliance with federal guidelines shall become part of the achievement profile of each student. Procedures shall be developed for the prompt and judicious handling of cases of noncompliance.

Summary Statement of Ronald L. Bohuslov

If community colleges are going to accommodate increasing numbers of non-traditional students, then they must know more about their characteristics, expectations and some of the major factors which influence them. This knowledge should then assist colleges in responding with adequate services and/or programs (Waterhouse 29, 39).

During the 1977-78 academic year, approximately one third of the 7,500 students at College of Alameda were allocated 1.25 million dollars in Basic Educational Opportunity Grants. Lack of data--both personal and achievement-characteristics--on these students was a major concern of both participants and the administration of the college.

With the assurance of the president of the college that the participants would receive complete cooperation from all segments of the institution, this study was undertaken for the following purposes:

1. to determine the extent to which age, marital status, sex, or ethnic background affects achievement and persistence for students receiving financial aid,
2. to determine the extent to which the college was in compliance with federal guidelines concerning unit requirements and grade point average.

The considerable amount of data accumulated and analyzed has clearly established the need for improved monitoring procedures, guidance and special counseling.

In addition to the information relative to financial aid students, this study identified personal and achievement characteristics which may impinge on the possible success and persistence of a large segment of the students enrolled at the college. Recommendations concerning these needs are adequate to initiate major improvements in the "needs" areas.

The findings regarding course completion rate, short term persistence, and significant difference in mean cumulative gpa of various ethnic and sex groupings make it evident that the college should seriously consider the allocation of both fiscal and human resources to the improvement of these achievement characteristics.

Throughout the process of data collection, analysis, interpretation, and the review of other studies and related material, it became increasingly evident that only the "tip of the iceberg" had been revealed by this study. A few of the many unresolved questions are: Why do certain groups persist longer than others? What is the effect of the grant amount on persistence? Why are there disproportionate numbers of females and blacks in the sample? Why did so many students not achieve at a minimum rate? What effect does attitude and other personal characteristics have on achievement or persistence? Although this participant feels that this study has made a contribution to the college, much remains to be done if the institution is going to accommodate its increasing number of nontraditional students.

Summary Statement of Esther Buchanan Bohuslov

Fewer Jobs For Unskilled Minorities:
A sixth of Oakland's work force is unemployed. Nearly half of these people are minority youth. Why are they out of Work? . . . Labor analysts, city officials, and the unemployed agree on three chief reasons . . . discrimination, insufficient education, and sometimes social skills necessary to get hired (The Oakland Tribune, February 19, 1979).

The implications inherent in this statement was of particular interest and concern to the College of Alameda. The college enrolls a student body that is sixty-five percent minority, and its stated goals is to serve "the community by exerting leadership in identifying the educational needs of the community, and providing programs to fill these needs (Accreditation Report, 2: Functions and Objectives, 1).

The findings revealed by this study--which showed that twenty-six percent of the students receiving financial aid did not persist beyond two quarters--and the fact that over eighty percent of these students are minority youth make it evident that the college may not be fulfilling its obligation to this segment of its constituency. The recommendations for establishing a student achievement profile sheet and a quarterly assessment of the progress of each student should be given high priority if the needs of unskilled minorities are to be met.

Throughout the process of analyzing student records, it was observed that there was a pronounced lack of student

enrollment in remedial courses in English and mathematics. This observation, coupled with the fact that these students withdrew from over one third of the courses in which they had enrolled, established the basis for the recommendation to establish initial counseling at the time of enrollment and to provide individualized educational plans when desirable.

This study appears to have met its stated purposes and expectations. However, it has produced more questions than it has answered. Why did over half of the students not persist beyond three quarters? What effect does ability and other personal characteristics have on achievement? Was the amount of the award sufficient for the needs of the student? These are a few of the many unanswered questions. If the college is to continue to identify community needs and meet them, then these questions need to be answered.

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APPENDIX A

INDIVIDUAL STUDENT DATA FORM
ACHIEVEMENT CHARACTERISTICS OF
FINANCIAL AID RECIPIENTS

Name _____ SS # ____/____/____
Age _____ Sex _____ Ethnic Group _____
Marital Status (s) _____; (m) _____ (Enrollment Card)
Class Status (f) _____; (s) _____ (Transcript)
Declared Major _____ Objective _____ (Enrollment Card)
Number of Quarters Enrolled _____ (Transcript)
Number of Quarters Received Financial Aid (BEOG only) _____
(Financial Aids)
Total Number of "W's" on Transcript _____ (Transcript)
Total Number of Units of "W's" _____ (Transcript)
Total Number of Units Completed _____ (Transcript)
Total Number of Units Attempted _____ (Completed + Units "W")
Coefficient of Completion _____ (Units Completed ÷ Units Attempted)
Cumulative Grade Point Average _____ (Transcript)
Enrollment Data for 1977-78 academic year: (Transcripts)
Fall Quarter (Aid Received) Yes _____ No _____
Units Attempted _____
Units Completed _____
Winter Quarter (Aid Received) Yes _____ No _____
Units Attempted _____
Units Completed _____
Spring Quarter (Aid Received) Yes _____ No _____
Units Attempted _____
Units Completed _____

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